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ABSTRACT

This paper describes the development of an experimental, alternative, graduate-level preservice teacher education program at Fordham University, the Internship Fellowship Program. The 15-month program includes an Instructional Training Laboratory (ITL) during the first summer, which supports the intern's acquisition of cognitive and performance skills necessary for effective teaching and learning; a yearlong, full-time teaching internship in an urban elementary school; a full-time mentor-teacher to support the intern; and objective classroom instruments to measure teaching competency. The program leads to a master of science degree in education and eligibility for state teacher certification. Development of the program involved Checkland's soft systems method of analysis, which conceptualized the existing system and proposed an alternative system. Research conducted at the end of the ITL indicates that the interns perceive themselves as having mastered basic teaching skills, particularly in the area of classroom management. More than 80 percent of the program graduates obtain jobs during their first year, and most are hired by the schools in which they complete their internships. Two appendixes include the course sequence for the Internship Fellowship Program and a design tree for instructional planning. (Contains 10 references.) (SM)

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

A Fifth Year Professional Training Program for Elementary School Teachers: Its Development through Mentoring and Internship

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ED 418 062

While preservice preparation of teachers necessarily combines theory through courses in colleges and universities and practical experience in classrooms, this arrangement does not guarantee that beginning teachers will develop the skills necessary to teach effectively once they are "on their own." On the contrary, after completion of a preservice program, many beginners continue to be perplexed by problems with instruction, management, organization and record keeping, motivation, parent conferences, and evaluation to the extent that they perceive themselves as ineffective (Veenman, 1984).

The Internship Fellowship Program at Fordham University Graduate School of Education takes up the challenge of preparing beginning teachers with the teaching skills necessary to be effective teachers. A graduate--level professional program which prepares recent liberal arts graduates and career changers to become elementary school teachers, the Internship Fellowship Program implements a Holmes Group recommendations to provide intellectually sound education of teachers that combines systematic knowledge of effective teaching with practical experience (Holmes, 1986). The major difference between the Internship Fellowship Program and other preservice programs is that in place of student teaching, the program uses an internship model of professional teacher preparation which provides beginning teachers with greater opportunity to develop effective teaching skills through a "real" teaching experience where they must handle "real" problems like those named above in "real" classrooms under the direction of a mentor teacher.

In this presentation I will outline the overall structure of the Internship Fellowship Program and will describe four major areas of the program's growth and evolution over the last five years. This program's major characteristics are:

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A Fifth Year Professional Training Program for Elementary School Teachers: Its Development through Mentoring and Internship

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ABSTRACT: A conceptual model for an experimental preservice teacher education program at Fordham University is presented in this paper. The overall structure of the Internship Fellowship Program and four major components of the program's growth and evolution over a five-year period are also discussed. The conceptual model was developed using Checkland's "soft" system method of analysis. Components of the model are an instructional training laboratory system, a proficiency training system and ad evaluation system. From this revised model areas of the program were developed. These include (1) An intensive instructional training laboratory during the first summer supported the intern's acquisition of cognitive and performance skills necessary for effective teaching and learning. (2) A year-long full-time teaching internship in an urban elementary school was substituted for traditional student teaching. (3) Experienced teachers were hired as full-time mentors for the interns. (4) Objective observation instruments to measure teaching competency including videotapes of classroom teaching were developed.

1) a year-long full-time teaching internship at the elementary level in lieu of student teaching;

2) mentor-teachers as teacher trainers.

3) the use of objective observation instruments to measure teaching competency;

4) the development of a summer instructional training laboratory to support the interns' acquisition of the cognitive and performance skills necessary for effective teaching and learning.

While any one of these points could be developed into a full presentation, the intention of this presentation is provide an overview of the entire program.

Program Description

The Internship Fellowship Program combines university study with practical experience in the form of a teaching internship. An entry level program, its goal is the formation of competent teachers who have a strong subject knowledge base, systematic knowledge of teaching and learning, and intensive experience through which proficiency in teaching can be achieved. The program leads to a master of science degree in education and eligibility for state teacher certification.

When the Program was begun in 1986, it consisted of two summers of university course work bridged by a full year teaching internship under the direction of mentor teachers. Today the program is longer--15 months over two summers and an academic year because the initial summer program was revised by creating an instructional training laboratory described later in this paper. The continued experimental status of the program has enabled the university in conjunction with participating schools to review and revise the program. In this revising we have developed a fuller conceptual framework from which to operate at this time.

Program Design

The conceptual underpinning for the instructional design of the program is derived from a "soft" system method of analysis (Checkland, 1984). This systems analysis model is used to study an organization to identify and solve specific system problems. The first step in this approach requires developing a description of an organization by identifying specific functions of the system. The system is then marked by its "root definition." The "root definition" answers the question, "What does the system do?" Essential elements and constraints of the system are identified in this descriptive process.

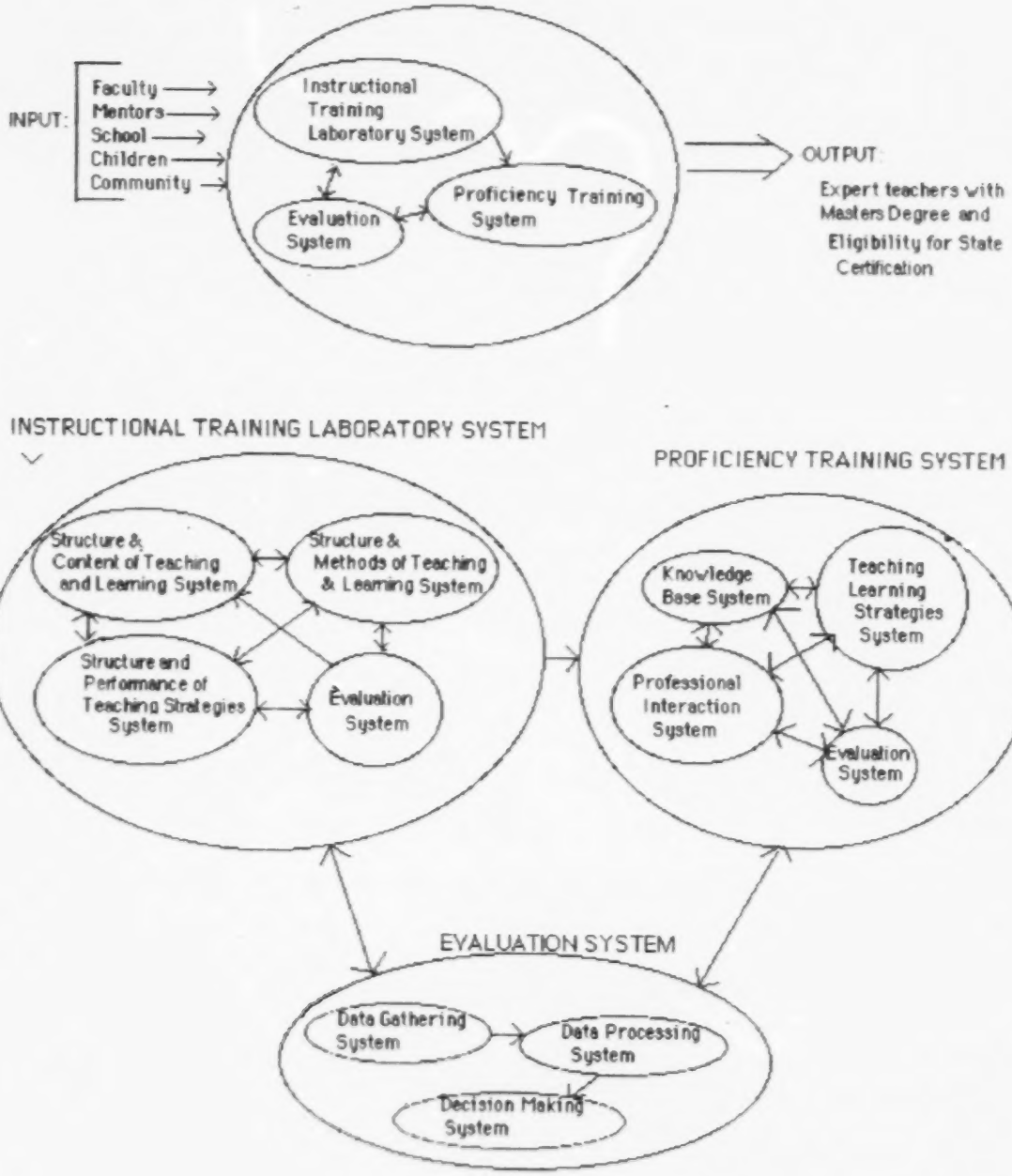
Jablonski (1991) analyzed the structure of the Internship Fellowship Program in order to re-structure the summer component. Three systems were conceptualized: An Instructional Training Laboratory System, a Proficiency Training System and an Evaluation System (see Figure 1). The root definitions for each system are as follows:

> The Instructional Training Laboratory System **teaches and rehearses** interns in the cognitive, psychological and methodological structures of the curriculum, instructional strategies, and classroom teaching performances used in the elementary school.
>
> The Proficiency Training System **applies and integrates** curriculum, instructional strategies, and classroom teaching performance in 'live' classrooms.
>
> The Evaluation System **measures** the degree of the intern's teaching competency and **determines** the intern's qualification for graduation and certification or for initial teaching proficiency (p.5).

Several sub-systems and their primary activities are identified for each of the three systems.

The **Instructional Training Laboratory System** which is active during the first summer of the program cycle has four sub-systems. These are the **Structure and Content of Teaching and Learning** system which formulates the domains for instruction; the **Structure and Methods of Teaching and Learning** system which

Figure 1. Systems Model for Internship Fellowship Program



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determines and decides the plan or approach of instruction; the **Structure and Performance of Teaching Strategies** system which applies the integrated domains for instruction with appropriate strategies; and the **Evaluation** system which measures the skills acquired in each of the subsystems and process the data regarding the level of intern integration of the skills for the purposes of deciding the intern's competency.

The **Proficiency Training System** is employed during the academic year. Its sub-systems are the **Knowledge Base** system which defines the knowledge bases in reading and language, mathematics, science and social studies; the **Teaching/Learning Strategies** system which identifies and implements effective instructional techniques in real classroom settings; the **Professional Interaction** system which develops and refines to expertness the intern's instructional, executive and organizational skills in school settings; and, the **Evaluation** system which measures the skills acquired in each of the subsystems and processes data regarding the level of intern integration of the skills for the purposes of deciding the intern's competency.

The third system, the **Evaluation** system is active throughout the program and interacts with both the Instructional Training Laboratory and the Proficiency Training systems. The activities of the Evaluation system are to collect and to interpret data about the intern's knowledge, skills and performance and to assess the intern's competency in these areas. Its sub-systems are the **Data Gathering** system which collects information from mentors, principals and faculty; the **Data Processing** system which interprets the data collected to determine standard levels of competency; and, the **Decision-Making** system which assesses the competency of the intern's skill and performance based on data collected and approves interns for graduation.

The use of systems analysis for conceptualizing the Internship Fellowship Program has had several benefits. It has given us a view of the whole program. In particular has provided a way of understanding the summer component so that it could be redesigned. It has enabled us to identify the teaching/learning activities for preparing a novice teacher, to

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design a program in which those skills can be developed to a high level of effectiveness, and to monitor the intern's teaching performance during the acquisition and refinement of the skills.

The first year of the Instructional Training Laboratory will be discussed as a principal component of the Internship Fellowship Program in this paper.

The Internship

The year-long teaching internship distinguishes the Internship Fellowship Program from preservice programs that provide student teaching. The value of this type of training is that it is not a simulation or an approximation of "real" teaching. Rather the intern becomes the teacher (McDonald, 1990) and is responsible for teacher decisions regarding the management and instruction of students. The actual structures of the internship vary according to the school district and are explained below.

During the first years of the program interns were assigned as co- teachers to a classroom. This model allowed for a lesser teaching load per intern and enabled time for the intern to meet with the mentor, or to observe other teachers (McDonald, 1989). Economic as well as pedagogical difficulties required a change to the current model of one intern per class. The practice of assigning interns to co-teach currently exists in the program in order to have a few extra interns "in the wings" in the event that another intern should leave the program.

For the last three years, the models of the internship have been adapted to meet the needs and constraints of the participating school districts. From the perspective of the Fellowship Program, each internship model has its merits and limitations. It is difficult to determine if one model is inherently better than another. As yet no research has been conducted to determine the comparative efficacy of the models.

The first model for internship, in place within the schools of the Archdiocese of New York, assigns an intern as the teacher of a class. In this capacity the intern assumes

the status of a faculty member of the school with all responsibilities of the position. From Day One of school the intern is "the teacher."

The second model of internship, in place within the school district of Mt. Vernon, New York, assigns an intern to work with a classroom teacher who is an official employee of the board of education. The model on the surface appears to be a form of extended student teaching. The difference is that the intern begins teaching sooner and gradually assumes total instructional responsibility for the remainder of the year even though the class is officially assigned to the experienced teacher. As the intern gains competency in managing and instructing the class, the experienced teacher can be made available for other assignments and staff development in the school district.

In the third model, operative in the Mamaroneck School District, the intern is assigned to a grade level where 2 or 3 teachers have formed an instructional team. The intern becomes a member of the team and shares the teaching responsibilities for various groups of students across subjects.

All three models are consistent with the goals of the internship and its conceptual framework. Each model of the internship provides "real" experience of teaching with teacher responsibilities such as parent conferences, managing groups of students and providing appropriate instruction (McDonald, 1990). Each model supports the intern in developing decision making skills and in becoming competent in the skills of teaching.

One of the potential hazards of an internship is that it can be simply an induction into an existing system. It is the role of the mentor and university instructors to assist interns in developing a critical eye and ear to the "what," "how," and "why" of the reality of the school system as well as to expose the interns to "what might or ought to be" happening in an effective classroom and in an effective school. To this end a required non-credit Fellowship Seminar is conducted. This university based professional forum provides the interns the opportunity to exchange ideas, to address problems, to raise concerns and to explore possibilities with each other and with other educators.

The Mentor

Description

In its simplest form the mentor is an experienced teacher who is paired with a beginning teacher for the purpose of helping the beginner in his/her initial period of teaching. In a national study on mentor teachers and state-mandated teacher induction programs, Stenning, Brown, Petersen, Haynes and Weis (1990) found that the operational definition of "mentor" in teacher education varied across the country from state to state and from program to program. The most frequently cited roles and responsibilities of mentors were listed as: model of effective instruction, provider of resources, guide for curriculum implementation, counselor, coach, trainer, social integrator, and motivator (Stenning, Brown, Petersen, Haynes, and Weis 1990).

At Fordham the mentor is an experienced teacher who assumes the major responsibility for teaching beginning teachers the skills of effective teaching while they are on the job in elementary classrooms. McDonald (1989) defines the mentor as "a tutor, counselor, observer, provider of feedback and modeler of teaching behavior. The Mentor provides formative feedback evaluation, and is the mediator of the formal evaluations of the intern made by the [school] staff. The mentor is not an advocate or a supervisor" (p.10). Program policy documents on the mentor's role group the mentor responsibilities into five major categories: administrator/ facilitator, role model, instructor, evaluator and coordinator.

Selection

To insure smooth transitions for interns into a school system, school districts identify experienced full-time teachers who know the system and who are interested in teacher training. The precise process depends on the internship model in place in that system. In the model for the Archdiocese of New York mentors are selected jointly by the program coordinator and the school system. In the second and third models the mentors

are selected by the school system. All mentors remain employees of the school district but may take on adjunct faculty positions at the university.

Training

The training of mentors has changed over the first five years of the program because of the experience of the mentors and changes in the program design. During the last two years training of the mentors was conducted in formal sessions with a university faculty member. These sessions included developing the mentor's observation, assessment and conferencing, and feedback skills. Because it is a regular practice for mentors to model skills and lessons for interns in the classroom, skills in modeling drawn from social cognitive learning theory (Bandura, 1986) were specifically identified and developed with the mentors. Data from mentor observations and case studies about intern performance were also used as part of mentor training.

Observation Instruments

Because the intern is responsible for student learning for an entire year, and because the intern is working in the context of a training program which will ultimately approve him/her for teaching certification, the Fellowship Program must document the intern's teaching performance with greater precision than is commonly in practice in the student teaching supervisory model. To assess the intern's performance, observation instruments that measure teacher and student activities are used. The first instrument is used to record the on-task student behavior. The second instrument is the Reading and Mathematics Observation System (R.A.M.O.S) developed by Robert Calfee and Katherine Hoover of Stanford University (McDonald and Elias, 1976).

The mentor uses these instruments to form a picture of what is happening in the classroom and when it is happening. In evaluating the data, the mentor can infer why something is happening. If an on task observation record, for example, shows that only 40% of the students are engaged in the learning activity, the mentor assesses the data to see

when the off-task behavior occurred and what the teacher did or did not do that may have resulted in the students' being off-task. Depending on the teacher's action, -- directions, lack of explanation, timing, transitions, external disruption, etc., -- the mentor uses the data in deciding on what skill the intern needs to learn.

R.A.M.O.S. is used to record in code all of the events that occur during an observation period. The mentor observes several classes over a period of time and then reads the collected data to determine the intern's patterns of instruction and teacher-student interaction. If an intern repeatedly conducts a reading class using one form of instruction, the mentor identifies the intern's skills and then works with the intern to develop other patterns for instruction and teacher-student interaction.

Why do this form of observation? The goal of observation is to provide the intern with constructive feedback of what is happening in the classroom. The data collected from observation must be clear and indisputable. The interpretation of the data must generate an instructional agenda for the intern to learn to teach effectively. It is far better for the mentor to say "You lost the students right after you gave directions," rather than "The lesson was good. But the students were talking a lot during the independent work." It is more constructive to say, "The pattern of your teaching shows that during my last five observations you've spent more than half of the class reviewing homework. Let's look at condensing that review," than a global comment such as "You're spending too much time on homework."

In addition we are using two additional tools: a specific form for the interns to use in planning teaching episodes, and the use of videotaped lesson. These will be discussed below as part of the instructional laboratory.

Instructional Laboratory

The fourth area of development for the Internship Fellowship Program has been the Instructional Training Laboratory which was first piloted in summer 1990. Research conducted at the end of the summer term indicated that the interns perceived themselves as

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having acquired mastery in basic teaching skills particularly in the area of classroom management (Jablonski, 1990). This perceived mastery of basic skills validated by a generally high level of on-task behavior for the intern classes during the first trimester of internship. These data supported the continuation and enhancement of the training laboratory for the Summer 1991 term.

As illustrated above in the systems analysis of the program, "the instructional laboratory system is the first phase in the transformation of college graduates, who are novices to teaching, into expert teachers, who have a high level of teaching performance in the classroom drawn from their knowledge of instructional and classroom management strategies" (Jablonski, 1991).

The rationale for the Instructional Training Laboratory was based upon these premises. 1) The intern needs to develop a cognitive structure of teaching and learning. 2) The intern needs to acquire with competency in basic teaching skills which will be developed, enhanced and polished during the internship 3) The Internship Fellowship Program needs to have some "quality control" or review of the interns prior to their beginning the teaching internship.

From the administrative viewpoint, the Laboratory has continued to use the categories of four courses that have been assigned for the Summer work (see Appendix A). One course has been added to address specific problems encountered by beginning teachers.

The major change has been in the way the courses are conceptualized and designed. They are not independent units but are integrated to assist the intern in understanding all that a teacher does--how a teacher thinks about instruction and management, how and why a teacher makes decisions and the actions (performances) required to carry out these decisions. Rehearsal and practice in these areas are provided through systematically designed teaching activities.

Initially the intern learns skills of observation and data collection. The intern is taught about research in the context of learning these observational skills which they must acquire as teachers. Through these observations the intern learns effective teaching strategies of reinforcement, teacher mobility, systematic questioning and modeling.

Student assessment and standardized testing introduce decisions about lesson planning using three cognitive teaching/learning paradigms: Teach-Practice-Feedback-Reteach (T-Pr-Fe-RT), Concept Formation and Inquiry Learning (see Appendix B).

The intern has exercises in which s/he learns about elementary school curriculum using the paradigms across the curriculum. Then using microteaching techniques, each intern prepares a lesson which s/he will teach to a group of real students. The intern rehearses the lesson in the laboratory. The intern revises the lesson and then teaches to the real students. The lesson is videotaped and reviewed by the intern and a mentor using specific criteria to which the instructors, mentors and interns had previously agreed.

The intern practices teaching lessons using the three paradigms during the five-week practicum. A pair of interns is assigned a small group of elementary students who are enrolled in a summer enrichment program for reading and math. Mentors work with interns in planning lessons. Mentors observe each intern teaching a minimum of nine lessons--three with each paradigm. At least three of the lessons are videotaped and reviewed by the intern and mentor. Formative evaluation of the intern's progress in acquiring effective teaching skills is made at each step according to the specific criteria for the skill.

As part of the practicum, the intern is responsible for management (attendance, records, report cards etc.) and student assessment (diagnostic testing and competency testing).

Skills in student assessment and evaluation using microcomputers are included in the research modules of the laboratory. Aspects of child development and multicultural aspects of teaching and learning in urban schools are addressed as distinct lab modules and

integrated into the designs of teaching episodes by the interns with the assistance of the mentors.

The intern's cumulative acquisition and performance of skills is the basis of their formal evaluation. By this time the mentors and university staff as well as the intern have a clear picture of the skill level of each intern. If an intern does not meet the minimum criteria for all skills a decision is made between two options. The specific intern either exits from the program or a special retraining protocol is designed for the intern to be carried out during the first month of internship. The intern is re-evaluated at the end of the first month. The result of the re-evaluation enables the intern to continue or requires that the intern exit from the program.

The Instructional Laboratory spanned eleven weeks and provided approximately 300 hours of course work and lab and practicum. It was carried out by a team of seven:

1 program administrator who was also an instructor,

1 university professor,

1 adjunct instructor and

3 mentors.

Conclusion

This presentation set out to present an alternative concept and structure for the preparation of beginning teachers that is being tried at Fordham University Graduate School of Education. While the original idea of preparing teachers "on the job" has been preserved over the last five years, the major components of a mentored internship, the role of the mentor, the documentation of intern performance and proficiency and the pre-internship preparation have each been continually assessed, refined, and strengthened.

What does this refinement yield? Does it yield effective teachers? Our primary evidence thus far is that more than 80% of the program graduates obtain jobs during their first year. Nearly all of the recent graduates are eagerly sought after by the Archdiocesan schools in which they served as interns.

The continued refinement, experimentation and research of the Internship Fellowship Program has the potential to provide both the interns and the sponsoring institutions with accurate representations of the interns' competency and effectiveness, and with an effective model of the processes and conditions for acquiring expertise in teaching and learning.

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Appendix A

Course Sequence for Internship Fellowship Program

FORDHAM UNIVERSITY
Graduate School of Education
Division of Curriculum and Teaching

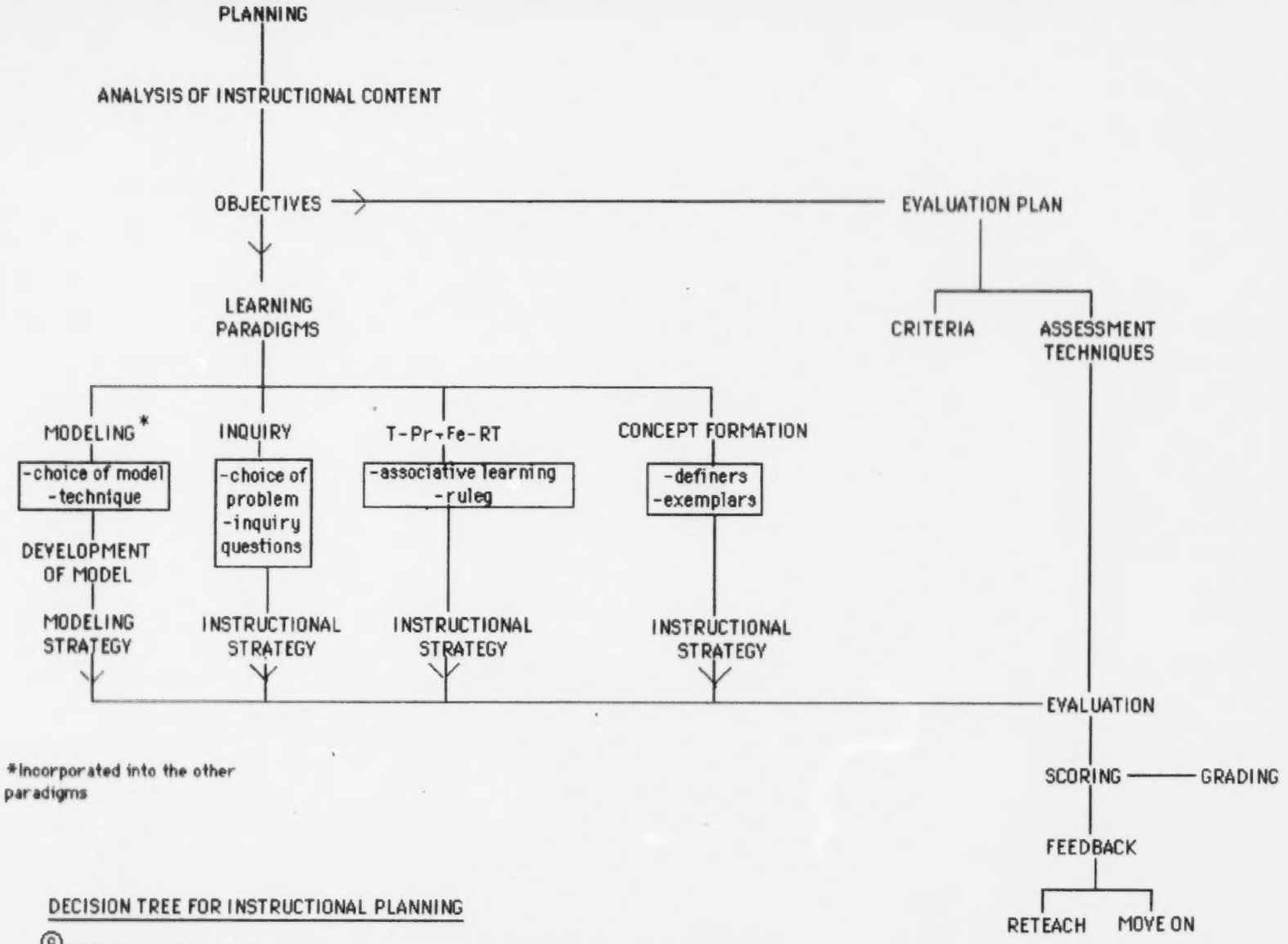
INTERNSHIP FELLOWSHIP PROGRAM

Course Sequence for 1991 -- 1992

Summer	PSGE 6301 Psychology of Child Development	(3 credits)
	PSGE 5203 Introduction to Research	(3 credits)
	UEGE 5100 Children and Youth in Urban Schools	(6 credits)
	CTGE 5221 Classroom Problems for the Beginning Teacher	(3 credits)
Fall	CTGE 5217 Learning and Teaching in Primary/Elementary Grades: Mathematics	(3 credits)
	CTGE 5234 Beginning Reading Instruction	(3 credits)
	Internship Seminar	
Spring	CTGE 5154 Exceptional Children and Youth in the Regular Classroom	(3 credits)
	CTGE 5241 Diagnostic and Corrective Reading Instruction in Elementary School	(3 credits)
	Internship Seminar	
July	CTGE 5250 Elementary School Curriculum Theories and Development	(3 credits)
	Comprehensive Examinations	

Appendix B

Decision Tree for Instructional Planning



DECISION TREE FOR INSTRUCTIONAL PLANNING

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